

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introduction to Video Production

December 2020

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Introduction to Video Production

Grades 10-12

Introduction to Video Production is a semester course for students who enjoy film, television, and internet videos and want to learn how to create their own video projects. This course is designed to introduce students to the artistic and technical terms, techniques, and skills inherent in the visual medium of film. Students will study elements of composition and cinematic language, and apply these concepts effectively and purposefully to their own work. Introduction to Video Production heavily focuses on student-centered projects; active participation is vital to the successful completion of this course. Students will be expected to engage in the production process to write, plan, film, and edit short film projects so as to apply what they have learned. Students in this course will learn basic camera, audio, and lighting equipment terminology, and functions and will be expected to act responsibly when using said equipment. Writing assignments include reflections and screenplays. In addition, students will gain valuable experience using professional video editing software.

This course is a prerequisite for Advanced Video Production. Students that successfully complete this course and show great interest, enthusiasm, and skill in creating video content may take Advanced Video Production to further develop their knowledge and skills.

Pacing Guide

Unit #	Title	Weeks	Pages
I	Composition and Editing Basics	3	7-15
II	Cinematography: Shots, Angles, and Movement	6	16-25
III	The Production Process	4	26-36
IV	Collaborative Final Short Film Project	3	37-45

Unit 1: Composition and Editing Basics

UbD Template 2.0

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● apply composition techniques to their projects and presentations to make them more engaging ● label and organize materials to help improve workflow ● sequence individual visual assets and add text and sound to create a cohesive multimedia project 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The aesthetic quality of a photograph is determined by the photographer’s purposeful use of composition techniques. ● Composition is the organization, distribution, balance, and general relationship of subjects and objects within the space of each photograph/shot. ● Photographers and filmmakers alike use composition much like other visual artists: to design and layout their art so as to achieve a desired effect. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How does one create a visually appealing photo? ● How can a static image evoke emotions and ideas in the viewer? ● What techniques do filmmakers use to create their art? ● What is composition? ● How will understanding composition techniques help improve my filmmaking? ● What are the basic fundamentals of editing?

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| | <ul style="list-style-type: none">● Composition techniques help to focus our attention on a subject, elicit an emotional response, generate thoughts or ideas about the content, or communicate a story in a single image.● Great photographers and filmmakers have deep knowledge of composition techniques and purposefully think about how they will use them in their work.● All editing involves importing clips, editing and trimming them, sequencing them into a timeline, and exporting● Organization is key to productivity; editors must be organized | <ul style="list-style-type: none">● What skills do you need to be a good editor? |
|--|---|--|

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Composition Techniques: Rule of Thirds, Fill the Frame, Negative Space, Depth, Balance, Symmetry, Leading Lines, Lead Room (Rule of Space), Headroom, Contrast (Juxtaposition), Isolate the Subject (Shallow Depth of Field, Focus), Frame within Frame ● The four panels of the Adobe Premiere Pro editing workspace: Project Panel, Source Panel, Timeline, Program Monitor ● Basic Adobe Premiere Pro tabs essential for editing: Project Tab, Media Browser, and Effects ● Basic Adobe Premiere Pro Functions: Mark In/Out Points, Drag Video/Audio, Scrub, Create New Legacy Title, and Zoom In/Out ● Basic Adobe Premiere Pro tools: Arrow and Razor 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying composition techniques used in photos, videos, and other visual media ● Analyzing the purpose behind the use of certain composition techniques in visual media ● Applying composition techniques to their own photos and videos ● Uploading, labeling, and organizing their footage/assets ● Downloading and importing footage/assets into Adobe Premiere Pro ● Editing and sequencing video clips ● Creating and adding text to video projects ● Adding transitions to video projects ● Adding music tracks to video projects ● Exporting finished projects

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A	<p>Shots Using Effective Composition Techniques</p> <p>Project has a total of at least <i>fifteen</i> appropriate and effective shots taken by the student. All shots are in landscape mode. The following elements of composition are accurately represented at least once:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rule of Thirds <input type="checkbox"/> Fill the Frame <input type="checkbox"/> Negative Space <input type="checkbox"/> Headroom <input type="checkbox"/> Isolate the Subject (Focus and Bokeh) <input type="checkbox"/> Lead Room (Rule of Space) <input type="checkbox"/> Balance <input type="checkbox"/> Symmetry <input type="checkbox"/> Leading Lines <input type="checkbox"/> Contrast (Juxtaposition) <input type="checkbox"/> Depth <input type="checkbox"/> Frame within Frame 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p style="text-align: center;">Composition Demo Reel Project</p> <p>Goal/Challenge: Students will be able to film clips that exemplify effective composition techniques and sequence them to create a demo reel in Adobe Premiere Pro. Students will be able to add titles, transitions, and music to their demo reel and export the project into a finished movie file.</p> <p>Role for student: Cinematographer and Editor</p> <p>Audience for student work: Director (Teacher)</p> <p>Situation: You are a cinematographer and you are hoping to build up your portfolio. You would like to create a video compilation of your best clips, specifically clips that demonstrate your understanding of composition techniques.</p> <p>Products and performances generated by student: A minute-long video that exemplifies the student’s understanding of composition techniques and basic post-production skills and effects.</p>
M, A, T	<p>Editing: Text/Title Card</p> <p>Project has a title card with the student’s name and project name. Each shot is labeled with a title that correctly labels the composition being</p>	<p>Standards/criteria for judging success: Rubric communicating the evaluative criteria</p>

<p>A, T</p> <p>A, T</p> <p>T</p>	<p>used. The text size, font, and color are used effectively to make the title clear and legible.</p> <p>Editing: Pacing and Transitions Project is of an appropriate length and pace; the duration of each shot is not too short or too long. A variety of video transitions (at least three) are used.</p> <p>Music Project uses an appropriate song to accompany the photos. Audio is at a comfortable volume and fades out.</p> <p>Effort and Creativity Final product shows effort, completeness, and creativity.</p>	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Completion of notes ● Participation in small-group and whole-group discussions ● Completion of in-class assignments and activities ● Completion of homework assignments ● Short quizzes on terms

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	<p>Students will respond in their notebooks to the following questions:</p> <ul style="list-style-type: none"> - Why are you taking this class? What do you hope to learn? - What is your experience or interest in video production? - How would you go about taking a good photo? <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and to provide concrete examples which support their thinking.</p> <p>Teacher will have students take a pre-assessment in which they are asked to identify the compositional techniques used in a selection of photos. This will allow the teacher to assess prior knowledge.</p> <p>Teacher will introduce essential questions and discuss culminating performance task and learning objectives for the unit.</p>	
M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will set classroom expectations and go over proper etiquette in Video Production so as to create a safe environment for students to be creative. Students will sign a contract indicating their understanding of classroom expectations.</p>	Progress Monitoring
M	<p>Teacher will create a Google Slides presentation that defines composition techniques and provides examples. Students will take notes and discuss how the composition techniques are used.</p>	Direct Instruction
A, T	<p>Students will take part in an in-class scavenger hunt activity in which they must use a camera/smartphone to take a photo</p>	Notes, Class Discussion
		Activity

	exemplifying each composition technique learned.	
M, A, T	Teacher will provide more photos to students so that they may practice identifying and analyzing the composition techniques used.	Class Discussion
M, A, T	Student will use a camera/smartphone to take a photo exemplifying each composition technique for homework and submit them to the teacher for feedback.	Feedback
M, A	Student will take a quiz on composition techniques; defining each and identifying their use in media.	Quiz
M, A, T	Teacher will model uploading, labeling, and organizing footage into Video Production Shared Drive. Students will upload and organize their own footage.	Modeling, Activity
M	Teacher will introduce Adobe Premiere Pro software to students, modeling how to open the program and start a new project.	Modeling
M	Teacher will model the functions of each of the four panels in the editing workspace (Project Panel, Source Panel, Timeline, Program Monitor) and their respective tabs and tools in Adobe Premiere Pro.	Modeling, Notes
A	Students will individually log on to their device and start a new project in Adobe Premiere Pro. Students will explore the editing workspace.	Activity
M, A	Students will take a quiz on the basic editing workspace and tools and terms.	Quiz
M	Teacher will model importing footage into Adobe Premiere Pro through the Media Browser. Teacher will model marking in and out points in the Source Panel and sequencing edited clips	Modeling, Notes

	into the Timeline.	
A, T	Students will practice importing, editing, and sequencing footage into a sequence in Adobe Premiere Pro.	Activity
M	Teacher will model how to create a new Legacy Title. Teacher will model the various design features in the title window.	Modeling
A, T	Students will practice creating their own Legacy Titles.	Activity
M	Teacher will model how to add Video Transition effects from the Effects panel.	Modeling
A, T	Students will explore the effects of various video transitions.	Activity
M	Teacher will model adding music into the Audio Track, and how to fade in/out.	Modeling
A	Students will add their own music to their project and fade it out at the end.	Activity
M	Teacher will model how to export a completed project file to make it into a video file.	Modeling
A, T	Students will export their finished project.	Activity
M, A, T	Students will write a self-reflection in which they evaluate and discuss their work and development over the course of the unit.	Writing, Feedback

Recommended Professional Resources:

Texts:

- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies*. Print.
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons*. Print.
- Boggs, Joe. *The Art of Watching Films*. Print.
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Print.
- Golden, John. *Reading In The Dark*. Print.
- Monaco, James. *How to Read a Film*. Print.

Online Resources:

- Essential Film Industry Jobs
<https://www.masterclass.com/articles/film-industry-jobs#10-essential-postproduction-film-jobs>
- Filmmaker IQ. YouTube Channel.
https://www.youtube.com/channel/UCSFAYaIJ2Q7Tm_WmLgetmeg
- Lessons From the Screenplay. YouTube Channel.
https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw
- RocketJump Film School. YouTube Channel.
<https://www.youtube.com/user/RJFilmSchool>
- StudioBinder. Website.
<https://www.studiobinder.com/>
- StudioBinder. YouTube Channel.
<https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ>

Unit 2: Cinematography: Shots, Angles, and Movement

UbD Template 2.0

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● identify and analyze cinematic language used in visual media ● apply cinematic language to their own visual media projects ● strengthen visual literacy ● develop their creativity ● write reflections that evaluate their work and progress 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Cinematography is the art and craft using photography composition skills, cinematic language, and light design to create the look and feel of a film. ● Film is a visual medium; information is primarily communicated through moving images ● The camera is the primary narrator of every film, and the way a filmmaker 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What is cinematography? Why is it an essential element of film? ● How do directors and cinematographers create the look and feel of a film? ● What information is communicated through the camera work? ● How does a film make the audience feel connected to its characters and story?

	<p>uses the camera plays a large role in establishing or connection to the characters and story.</p> <ul style="list-style-type: none"> ● Cinematography is planned and purposeful; directors, cinematographers, and storyboard artists spend a great amount of time planning out each shot and how the camera will be used to tell the story before filming begins. ● Filmmakers use a variety of shots, angles, and movement, each for a desired effect. ● The most basic building block of film is the shot. Films are made up of a large number of shots that have been sequenced together to tell a cohesive story. ● Light design plays a key role in communicating mood and character. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Filmmakers use a variety of shots that differ in proximity from the camera to the subject in order to convey setting, mood, action, detail, and emotion. ● Camera Shots: Establishing Shot, Extreme Long Shot, Long Shot, Single Shot, Full Shot, Medium Long 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying and analyzing the types of shots in visual media, as well as the purpose behind the selection of each shot. ● Creating storyboards to plan and communicate their vision for video projects.

	<p>Shot, Medium Shot, Over The Shoulder Shot, Two/Three Shot, Medium Close Up, Close Up, and Extreme Close Up</p> <ul style="list-style-type: none"> ● The roles of the Storyboard Artist and Cinematographer ● Storyboards are used to plan out the cinematography before filming begins. ● Filmmakers use a variety of camera angles to convey narrative information and elicit an emotional response. ● Camera Angles: Eye Level, Hip Level, Ground Level, Low Angle, High Angle, Aerial Shot, Overhead Shot (God’s Eye View), and Dutch Angle ● Filmmakers use dynamic shots that incorporate camera movement to alter the audience’s perspective of space and time, and to generate tension, anticipation, energy, and excitement. ● Camera Movement: Pan, Whip Pan, Tilt, Pedestal Shot, Dolly Shot, Zoom, Snap Zoom, Dolly Zoom, Truck Shot, Tracking Shot, Steadicam Shot, Rack Focus, Arc Shot, Crane Shot, Handheld Shot, and Long Takes 	<ul style="list-style-type: none"> ● Applying purposeful and effective camera shots to their own film work. ● Identifying and analyzing the types of angles in visual media, as well as the purpose behind the selection of each angle. ● Applying purposeful and effective camera angles to their own film work. ● Identifying and analyzing the types of camera movement in film, as well as the purpose behind the selection of each movement. ● Applying purposeful and effective camera movement to their own film work. ● Identifying and analyzing the types of light design techniques in film, as well as the purpose behind the selection of each technique. ● Writing reflections to evaluate their work and progress
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	<ul style="list-style-type: none"> Filmmakers use lighting to craft the mood and communicate character. Light Design Techniques: High Key Lighting, Low Key Lighting, 3-Point-Lighting, Side Lighting, Uplighting, Backlighting, Practical Lighting, Motivated Lighting, Natural Lighting 	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A	<p>Cinematography Project tells a complete and comprehensive story visually (using at least eighteen shots), through the implementation of effective camera shots, angles, movement and light design, without the aid of any dialogue. The following are used effectively:</p> <ul style="list-style-type: none"> All Camera Shots All Camera Angles At least three Camera Movement At least three Light Design Techniques 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Short Film Project: Camera Shots, Angles, Movement, and Light Design</p> <p>Goal/Challenge: Students will be able to create a storyboard to plan a short film that communicates a complete story using at least eighteen shots. Students will be able to demonstrate their understanding of camera shots, camera angles, light design, and camera movement by applying them to their work. Students will be able to edit a cohesive.</p> <p>Role for student: Cinematographer and Editor</p> <p>Audience for student work: Director (Teacher)</p>
A, T	<p>Post-Production: Editing and Pacing</p> <ul style="list-style-type: none"> All footage has been edited and sequenced to create a seamless finished product. Project is of an appropriate length and pace; the duration of each shot is 	<p>Situation: You are a cinematographer wishing to create your own content in the hopes that you will be hired for the next big film project. You must communicate a story in at least eighteen shots without the aid of any dialogue; your cinematography must visually tell your story. Your work must demonstrate that you have a strong understanding of camera shots, angles, light design, and camera</p>

<p>A, T</p>	<p>appropriate to the content.</p> <ul style="list-style-type: none"> • There are no editing errors <p>Post-Production: Title Card, Text, and Credits</p> <ul style="list-style-type: none"> • Project has a title card with the short film's title. • Project ends (or begins) with a credits sequence that clearly communicates the names of the students involved and their roles in the short film. • Each shot is labeled with a title that correctly labels the type of angle, movement, and lighting being used. The text size, font, and color are used effectively to make the title clear and legible. 	<p>movement.</p> <p>Products and performances generated by student: A complete narrative video that exemplifies the student's understanding of cinematography through the effective use of camera shots, angles, and movement, as well as light design techniques.</p> <p>Standards/criteria for judging success: Rubric communicating the evaluative criteria</p>
<p>T</p>	<p>Effort and Creativity Final product shows effort, completeness, and creativity.</p>	

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Completion of notes ● Participation in small-group and whole-group discussions ● Completion of in-class assignments and activities ● Completion of homework assignments ● Short quizzes on terms ● Presentations
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Stage 3 – Learning Plan	
<p>Code</p> <p style="text-align: center;">M</p>	<p style="text-align: center;"><i>Pre-Assessment</i></p> <p>Students will respond in their notebooks to the following questions:</p> <ul style="list-style-type: none"> - What is cinematography? - What is a shot? <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and to provide concrete examples which support their thinking.</p> <p>Teacher will have students take a pre-assessment in which they are asked to identify the cinematic language used in a selection of film shots. This will allow the teacher to assess prior knowledge.</p> <p>Teacher will introduce essential questions and discuss culminating performance task and learning objectives for the unit.</p>

	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
M	Teacher will create a Google Slides presentation that defines cinematography and types of camera shots, and provides examples. Students will take notes.	Notes
A, T	Students will take part in an in-class scavenger hunt activity in which they must use a camera/smartphone to take a photo exemplifying each camera shot learned.	Activity
M, A, T	Teacher will provide more shots from diverse films to students so that they may practice identifying and analyzing the type of camera shot used.	Class Discussion
A, T	Student will use a camera/smartphone to take photos exemplifying each camera shot for homework and submit them to the teacher for feedback.	Activity, Feedback
M, A	Student will take a quiz on camera shots; defining each and identifying their use in media.	Quiz
M	Teacher will provide a video about the storyboarding process. Students will take notes on how to craft a storyboard.	Notes
A, T	Students will watch a minute of a show/film and track how many shots are used, and what types of shots are used.	Activity
A, T	Students will craft a storyboard for their own original scene using camera shots.	Activity
M, A, T	Students will plan, film, and edit their first short film project focusing on using camera shots to visually communicate a story.	Activity
M, A, T	Students will write a reflection on their project.	Feedback

M	Teacher will create a Google Slides presentation that defines each type of camera angle, and provides examples. Students will take notes.	Notes
A, T	Students will take part in an in-class scavenger hunt activity in which they must use a camera/smartphone to take a photo exemplifying each camera angle learned.	Activity, Feedback
M, A, T	Teacher will provide more shots from diverse films to students so that they may practice identifying and analyzing the type of camera shot used.	Class Discussion
A, T	Students will use a camera/smartphone to take photos exemplifying each camera angle for homework and submit them to the teacher for feedback.	Activity, Feedback
M, A	Students will take a quiz on camera angles; defining each and identifying their use in media.	Quiz
M	Teacher will create a Google Slides presentation that defines light design and types of techniques, and provides examples. Students will take notes.	Notes
M	Teacher will model lighting techniques using various equipment. Students will practice implementing lighting techniques.	Modeling, Activity
A, T	Students will use a camera/smartphone to take photos exemplifying each lighting technique for homework and submit them to the teacher for feedback.	Activity, Feedback
M, A	Students will take a quiz on lighting design/techniques; defining each and identifying their use in media.	Quiz
M, A, T	Students will plan, film, and edit their second short film project	Activity, Feedback

M, A, T	<p>focusing on using camera angles and lighting to visually communicate a story.</p> <p>Students will write a reflection on their project.</p>	Writing, Feedback
M	<p>Teacher will create a Google Slides presentation that defines camera movement, and provides examples. Students will take notes.</p>	Notes
M, A	<p>Teachers will model camera movement using camera equipment equipment. Students will practice implementing camera movement techniques.</p>	Modeling, Activity
A, T	<p>Students will use a camera/smartphone to take photos exemplifying each camera movement for homework and submit them to the teacher for feedback.</p>	Activity, Feedback
M, A	<p>Students will take a quiz on camera movement; defining each and identifying their use in media.</p>	Quiz
M, A, T	<p>Students will research a Cinematographer and create a Google Slides presentation on their work.</p>	Activity, Feedback
M, A, T	<p>Students will plan, film, and edit their third short film project focusing on using camera movement to visually communicate a story.</p>	Assessment, Feedback
M, A, T	<p>Students will write a self-reflection in which they evaluate and discuss their work and development over the course of the unit.</p>	Writing, Feedback

Recommended Resources:

Texts:

- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies*. Print.
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons*. Print.
- Boggs, Joe. *The Art of Watching Films*. Print.
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Print.
- Golden, John. *Reading In The Dark*. Print.
- Monaco, James. *How to Read a Film*. Print.

Online Resources:

- Essential Film Industry Jobs
<https://www.masterclass.com/articles/film-industry-jobs#10-essential-postproduction-film-jobs>
- Filmmaker IQ. YouTube Channel.
https://www.youtube.com/channel/UCSFAYaIJ2Q7Tm_WmLgetmeg
- Lessons From the Screenplay. YouTube Channel.
https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw
- RocketJump Film School. YouTube Channel.
<https://www.youtube.com/user/RJFilmSchool>
- StudioBinder. Website.
<https://www.studiobinder.com/>
- StudioBinder. YouTube Channel.
<https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ>

Unit 3: The Production Process

UbD Template 2.0

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • write engaging narratives • breakdown long-term projects into smaller, manageable steps • collaborate with their peers to complete group projects • communicate ideas and vision in a variety of media • research and synthesize information for a variety of purposes 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Film incorporates narrative, theatrical, and cinematic elements. • The production process has four stages: Development, Pre-Production, Production, Post-Production • There are hundreds of people involved in making a film, but some key production roles include: Director, Screenwriter, Cinematographer, Storyboard Artists, 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are the elements that make up a film? • How does a film go from an idea to a finished product? What are the stages of production? • What are the production roles involved in making a film? • How does a studio environment affect the success of a production?

	<p>Actors, Camera Operators, Sound and Light Crew, and Editor</p> <ul style="list-style-type: none"> • Comprehensive and meticulous planning during pre-production is necessary for a successful final product. • Maintenance and management of studio equipment is a shared responsibility. • Screenwriting is writing for a visual medium, and so emphasis must be placed on communicating action. • While film is a visual medium, it also incorporates sound that can help tell the story in a variety of ways. 	<ul style="list-style-type: none"> • How is screenwriting different from writing prose? • How does sound design help communicate the story in a film?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The roles of the Screenwriter and Director • Treatments are outlines screenwriters use to pitch their ideas • Narrative Elements: Setting, Conflict, Plot, Character, Theme • Plot Structure: Exposition, Rising Action, Climax, Falling Action, Resolution • Screenwriting Format and Terms: 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • writing screenplays in the standard format, focusing on communicating action • breaking down a script to plan for production • crafting shooting scripts/shot lists with camera setups in mind to ensure an efficient shoot • slating each shot with a film marker • directing on set

	<p>Over Black, Title Card, Slugline, Action Line, Character ID, Character Parenthetical, Dialogue, Dialogue Parenthetical, and Transitions</p> <ul style="list-style-type: none"> ● Film equipment use, safety, and storage regarding cameras, tripods, microphones, lights, and accessories ● Directing commands: Roll Sound, Roll Camera, Marker, Action, and Cut ● camera setups and master shots ● Best practices for successful production and post-production ● Sound Design: Dialogue, Automated Dialogue Replacement, Foley, Library/Stock Sound Effects, Music, Score ● Sound Editing and Mixing levels 	<ul style="list-style-type: none"> ● capturing proper sound during production using production sound equipment such as external microphones, boom poles, and recorders ● editing and mixing sound to proper levels to avoid clipping and pops
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<p>M, A, T</p>	<p>props decisions are made and are appropriate to the project.</p> <p>Sound Design</p> <ul style="list-style-type: none"> ● All dialogue is well-recorded, edited, and mixed. ● At least two other types of sound are used purposefully and effectively to enhance the storytelling. <ul style="list-style-type: none"> <input type="checkbox"/> Voiceover <input type="checkbox"/> ADR <input type="checkbox"/> Atmospheric Sound <input type="checkbox"/> Music <input type="checkbox"/> Library Sound Effects <input type="checkbox"/> Foley Sound Effects 	
<p>A, T</p>	<p>Post-Production: Editing and Pacing</p> <ul style="list-style-type: none"> ● All footage has been edited and sequenced to create a seamless finished product. ● Project is of an appropriate length and pace; the duration of each shot is appropriate to the content. ● There are no editing errors. (<i>Continuity errors</i> are ok for this project.) 	
<p>A, T</p>	<p>Post-Production: Title Card and Credits</p> <ul style="list-style-type: none"> ● Project has a title card with the short film's title. ● Project ends (or begins) with a credits sequence that clearly communicates 	

<p style="text-align: center;">T</p>	<p>the names of the students involved and their roles in the short film.</p> <p>Effort and Creativity</p> <ul style="list-style-type: none"> ● Project shows effort and creativity. 	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Completion of notes ● Participation in small-group and whole-group discussions ● Completion of in-class assignments and activities ● Completion of homework assignments ● Short quizzes on terms ● Presentations

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	<p>Students will respond in their notebooks to the following questions:</p> <ul style="list-style-type: none"> - What are the elements involved in a film? - How does a film go from an idea to a finished product? What are the stages of production <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and to provide concrete examples which support their thinking. Teacher will create a table that categorizes student answers into three major categories: narrative, theatrical, and cinematic.</p> <p>Teacher will introduce essential questions and discuss culminating performance task and learning objectives for the unit.</p>	
M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	Teacher will instruct on elements and techniques of narrative writing.	Notes
M, A, T	Students will complete narrative outlines/plot diagrams for known works.	Activity
M	Teacher will instruct on screenwriting format and terms. Teacher will provide a video that shows how a film goes from a screenplay to the screen.	Notes
M	Teacher will provide examples of different screenplays from famous films. Students will notate the style and format.	Modeling, Notes
M, A, T	Students will research a Screenwriter and create a Google Slides presentation on their work.	Activity
M, A	Students will take a quiz on screenwriting elements; defining each and identifying their use in a screenplay.	Quiz

A, T	Teacher will provide students with a script of dialogue. Students will work together to write a screenplay using the provided dialogue, demonstrating proper use of screenwriting format and terms.	Activity, Feedback
M	Teacher will model how to break down a screenplay during pre-production	Modeling
A	Students will break down their screenplay, using a color legend to highlight the different elements.	Activity, Feedback
M	Teacher will model how to create a shooting script as part of the pre-production stage, and explain the difference between camera shots and camera setups.	Modeling
A, T	Students will create a shooting script/shot list for their screenplay.	Activity, Feedback
A	Students will film their scene using multiple camera setups Students will edit the footage into a finished product.	Activity, Feedback
M	Teacher will create a presentation on sound design in film.	Notes
M	Teacher will model how to capture clear sound during production using a boom mic and/or a recorder. Teacher will model using the following directing commands: Roll Sound, Roll Camera, Marker, Action, and Cut	Modeling
A	Students will come up with interview questions to ask a partner.	Activity
M	Teacher will model how to set up 3-Point-Lighting for an interview. Teacher will model how to slate each shot using a marker.	Modeling

A	Students will effectively set-up 3-Point-Lighting for an interview shoot in front of a green screen.	Activity
A	Students will conduct and film interviews, focusing on using directing commands and capturing clear production sound.	Activity
M	Teacher will model how to key out the green screen and replace it with a different background in Adobe Premiere Pro.	Modeling
A	Students will use the Ultra Key to create a different background for their interview footage.	Activity, Feedback
M	Teacher will model audio editing and mixing techniques.	Modeling
A	Students will mix dialogue and sound to proper levels.	Activity, Feedback
M	Teacher will introduce treatments and their use in the development stage of the production process.	Modeling
A, T	Students will write a treatment: an outline of their story idea for a prospective short film project.	Activity, Feedback
A, T	Students will write an original screenplay for a short scene, demonstrating proper use of screenwriting format and terms.	Activity, Feedback
A, T	Students will create a script breakdown.	Activity, Feedback
A, T	Students will create a shooting script/shot list for their screenplay.	Activity, Feedback
A, T	Students will film their scene using multiple camera setups Students will edit the footage into a finished product.	Activity, Feedback
M	Teacher will show videos of Foley Artists and discuss how essential Foley Art is to motion pictures.	Notes

A, T	Students will create their own foley sounds and add them to silent stock footage and/or their own work.	Activity, Feedback
M, A, T	Students will research a Director and create a Google Slides presentation on their work.	Activity
M, A, T	Students will write a self-reflection in which they evaluate and discuss their work and development over the course of the unit.	Writing, Feedback
<p>Recommended Resources:</p> <p>Texts:</p> <ul style="list-style-type: none"> ● Ascher, Steven, and Edward Pincus. The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age. New York: Plume, 2013. Print. ● Barsam, Richard. Looking at Movies. Print. ● Blofield, Robert. How to Make a Movie in 10 Easy Lessons. Print. ● Boggs, Joe. The Art of Watching Films. Print. ● Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. An Introduction to Film Genres. Print. ● Golden, John. Reading In The Dark. Print. ● Monaco, James. How to Read a Film. Print. <p>Online Resources:</p> <ul style="list-style-type: none"> ● Essential Film Industry Jobs https://www.masterclass.com/articles/film-industry-jobs#10-essential-postproduction-film-jobs ● Filmmaker IQ. YouTube Channel. https://www.youtube.com/channel/UCSFAYaIJ2Q7Tm_WmLgetmeg ● Lessons From the Screenplay. YouTube Channel. 		

https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw

- RocketJump Film School. YouTube Channel.
<https://www.youtube.com/user/RJFilmSchool>
- StudioBinder. Website.
<https://www.studiobinder.com/>
- StudioBinder. YouTube Channel.
<https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ>

Unit 4: Collaborative Short Film Project

UbD Template 2.0

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● collaborate with their peers to complete group projects ● improve time management skills and meet deadlines ● research and synthesize information for a variety of purposes ● communicate ideas and vision in a variety of media ● write reflections that evaluate their work and progress 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Film is a collaborative art form; it requires a diverse group of artists to work together toward a common goal ● Research is a vital part of the development and pre-production stages of the production process ● Directors are responsible for overseeing all departments in maintaining a united creative vision, as well as leading the cast and 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What are the responsibilities of the director and editor and how do they affect the final product? ● How is research involved in the filmmaking process? ● How does an editor take disparate parts and make them into a cohesive whole? ● What role does post-production play in shaping the finished product?

	<p>crew during principal photography. Directors are making integral decisions throughout all stages of production and therefore, have the most effect on the final product</p> <ul style="list-style-type: none"> ● Editing is an invisible art that uses techniques to affect the pace and tone of a film ● Editors are first concerned with momentary editing, making decisions on how to best connect each shot to maintain continuity, but they must then focus on structural editing, making decisions on how to structure and pace footage from scene to scene to create a cohesive final product. ● Editing is the process of decision-making with appropriate rationale ● Post-Production is a painstaking, meticulous process requiring patience and input from others ● An artist must always evaluate and reflect on their work and what they have learned to help them do better for their next project. 	<ul style="list-style-type: none"> ● What content, skills, and behaviors do I need to work on going forward?
Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> ● The role of the Editor ● Structural Editing: Overall Pacing; Scene Order; Setup, Reminder, and Payoff ● Momentary Editing; Types of Cuts/Transitions, Continuity, and Flow ● Types of Cuts/Transitions: Cutaway, Cutting On Action, Cross-Cutting (Parallel Editing), Jump Cut, Montage, Match Cut, Eye-Line Match Cut, Shot/Reverse Shot, Smash Cut, L Cut, J Cut, Cross Dissolve, Fade In/Out, Iris, Wipe, Invisible Cut 	<ul style="list-style-type: none"> ● researching information to guide their creative process ● pitching their ideas ● collaborating with peers to complete group projects ● creating a narrative short film from development to distribution ● writing reflections that evaluate their work and progress
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, T	<p>Deadline</p> <ul style="list-style-type: none"> Students used class time wisely to meet all checkpoint deadlines and submitted their final video project by the deadline. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Final Project: Collaborative Short Film</p> <p>Goal/Challenge: Students will be able to collaborate as a production team to produce a short film through all four stages of production.</p> <p>Role for student: Various Production Roles (Screenwriter, Storyboard Artist, Cinematographer, Director, Actor, Editor)</p> <p>Audience for student work: Producer (Teacher) and Public (Students)</p> <p>Situation: You and your group mates are the production team for a new production company. Your producer has tasked you with coming up with an original idea for a narrative short film. If greenlit, your team will work through all stages of production to turn your short film into a reality. This is a once in a lifetime opportunity so make the most of it! You will need to work together to develop your story, write a screenplay, plan out your shots with a storyboard or shot list, film your production, and edit it into a final product.</p> <p>Products and performances generated by student: A complete, original narrative short film that comprehensively demonstrates the content, skills, and behaviors learned throughout the course.</p> <p>Standards/criteria for judging success: Rubric communicating the evaluative criteria.</p>
M, A, T	<p>Development & Pre-Production</p> <ul style="list-style-type: none"> Evidence of effective planning for all stages of production. Complete screenplay and storyboard/shot list were created prior to filming and followed closely. 	
M, A, T	<p>Narrative Objective</p> <ul style="list-style-type: none"> Project tells a complete, clear, and engaging story. 	
M, A, T	<p>Cinematography</p> <ul style="list-style-type: none"> Project uses a variety of appropriate camera shots, camera angles, and camera movement effectively to visually tell the story and elicit an emotional response. Shots are in focus, properly lit (by design), and exemplify strong composition. All camera movement is clean and motivated. 	
	<p>Theatrical Elements</p>	

<p>A, T</p>	<ul style="list-style-type: none"> Acting is appropriate and strong, and the characters are believable; actors do not break character. Mise-en-Scene: Strong set/location, costumes, and props decisions are appropriate and effectively enhance the content. 	
<p>M, A, T</p>	<p>Sound</p> <ul style="list-style-type: none"> Dialogue is well-recorded, edited, and mixed. Various types of sound are used appropriately to enhance the content. There are no major sound errors. 	
<p>M, A, T</p>	<p>Post-Production: Editing and Pacing</p> <ul style="list-style-type: none"> All footage has been edited and sequenced to create a seamless finished product. Project is of an appropriate length and pace; the duration of each shot is appropriate to the content. At least two creative cuts/transitions are used appropriately to enhance the content. There are no editing errors. (This includes <i>Continuity Errors</i>.) 	
<p>A, T</p>	<p>Post-Production: Titles and Effects</p> <ul style="list-style-type: none"> Project has a title card with the short film's title. 	

<p>A, T</p> <p>A, T</p>	<ul style="list-style-type: none"> ● Project ends (or begins) with a credits sequence that clearly communicates the names of the students involved and their roles in the short film. ● <i>Optional:</i> Additional post-production effects are used to appropriately enhance the quality of the video project. <p>Collaboration</p> <ul style="list-style-type: none"> ● All members of the group worked together in a positive, respectful manner to create the video project. ● Each student fulfilled their respective roles and contributed to the project in a meaningful way. <p>Professionalism</p> <ul style="list-style-type: none"> ● The finished video is a polished reflection of the group’s time, effort, and pride. ● All shots used are aesthetically pleasing. 	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Participation in small-group and whole-group discussions ● Completion of in-class assignments and activities ● Completion of homework assignments

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	<p>Students will respond in their notebooks to the following questions:</p> <ul style="list-style-type: none"> - What are the responsibilities of each production role? - How does each production role affect the final product? <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and to provide concrete examples which support their thinking.</p> <p>Teacher will introduce essential questions and discuss culminating performance task and learning objectives for the unit.</p>	
A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will collaborate in small groups to brainstorm and pitch story ideas for their final project.</p>	<p>Progress Monitoring</p> <p>Activity</p>
A, T	<p>Students will collaborate to outline their story and complete a treatment.</p>	<p>Activity</p>
A, T	<p>Upon teacher approval, students will be greenlit to collaborate on writing a rough draft of a screenplay for the final project.</p>	<p>Activity, Feedback</p>
M, A, T	<p>Teacher will provide examples of different types of editing, cuts, and transitions from famous films. Students will discuss the effect of these editing decisions.</p>	<p>Notes</p>
M, A, T	<p>Students will research an Editor and create a Google Slides presentation on their work.</p>	<p>Activity, Feedback</p>
A, T	<p>Students will peer-review and make notes on each other's rough screenplays.</p>	<p>Activity, Feedback</p>

A, T	Students will revise their screenplay into a final draft. Students will incorporate editing cuts/transitions.	Activity, Feedback
M, A	Students will take a quiz on types of editing cuts/transitions; defining each and identifying their use in media.	Quiz
A, T	Students will create a script breakdown.	Activity, Feedback
A, T	Students will create a shooting script/shot list for their screenplay.	Activity, Feedback
A, T	Students will take on various production roles to film their scenes, focusing on cinematography, audio, acting, and continuity.	Activity, Feedback
A, T	Students will collaborate to edit their final project focusing on incorporating effective cuts/transitions and other post-production elements such as text, effects, etc.	Activity, Feedback
A, T	Students will screen their work so as to receive notes that will help them make effective final edits.	Activity, Feedback
A, T	Students will finalize their final project and export it for distribution.	Activity, Feedback
M, A, T	Students will write a self-reflection in which they evaluate and discuss their work and their development over the course of the unit and semester.	Writing, Feedback

Recommended Resources:

Texts:

- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies*. Print.
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons*. Print.
- Boggs, Joe. *The Art of Watching Films*. Print.
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Print.
- Golden, John. *Reading In The Dark*. Print.
- Monaco, James. *How to Read a Film*. Print.

Online Resources:

- Essential Film Industry Jobs
<https://www.masterclass.com/articles/film-industry-jobs#10-essential-postproduction-film-jobs>
- Filmmaker IQ. YouTube Channel.
https://www.youtube.com/channel/UCSFAYaIJ2Q7Tm_WmLgetmeg
- Lessons From the Screenplay. YouTube Channel.
https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw
- RocketJump Film School. YouTube Channel.
<https://www.youtube.com/user/RJFilmSchool>
- StudioBinder. Website.
<https://www.studiobinder.com/>
- StudioBinder. YouTube Channel.
<https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ>

